

Students

Class Size

The Board of Education will establish class sizes that provide a learning environment to meet the instructional needs of all students, while also considering practical space constraints and exercising prudent fiscal management.

The Superintendent will be responsible for working with district level administrators as well as building administrators to establish class sizes in each school based upon student needs, student performance/abilities, grade levels, subject areas, and space availability. For preschool through eighth grade, the administration will follow, as close as possible, the procedures outlined below establishing class size guidelines and administrative procedures.

If it is not possible to achieve the class sizes listed below due to space constraints or other variables, the administration may consider other teacher arrangements to achieve lower student-to-teacher ratios.

The administration will provide a report/update on class sizes twice per academic year. In June, the administration will report the planned application of the policy for the following academic school year. In October, the administration will report the results based on actual enrollment.

Class Size Guidelines & Administrative Procedures

The guidelines for class sizes in preschool through grade eight will be:

Preschool: 15

K-1: 20

2-3: 24

4-5: 25

6-8: 26

The Superintendent will work with the building level administrators and other district administrators to initiate the following steps in determining class sizes:

1. For each school, the number of sections required to achieve class sizes at or below guidelines in each grade level will be determined. If enough classrooms and resources are available, the class sizes will not exceed the guidelines outlined in this policy.
2. If a school does not have enough classrooms to achieve the class sizes at or below the guidelines identified for all grade levels, reasonable alternatives for additional classroom space should be explored. Any recommended alternatives that impact programming must be presented to the Board.
3. If a school does not have enough classrooms to achieve class sizes near guidelines for all grades, the optimal allocation of classroom space will be determined. The first consideration will be that no class sizes will be planned to exceed the targeted classes outlined in this

policy. The second consideration will be the unique needs, characteristics and dynamics of each grade level, with priority going to the grade levels that exceed guidelines and have the greatest demonstrated needs. The following may be considered:

- Student needs, including special education, 504 accommodations, behavioral/discipline, social-emotional issues, identified "at-risk" student considerations, English second language learners, and acceleration/enrichment needs
- Academic strengths and/or challenges for the group of students by grade level
- **The make-up of the teaching team (e.g., years of experience, years in the district).**
- Subject areas
- Space availability and classroom sizes
- Budgetary constraints as determined by the Board in collaboration with administration
- Effectiveness of available support services, including co-teaching and/or whole-class (not individual or small group aids as identified in IEPs) instructional aides
- Educational research and best practices
- Technology benefits
- Other needs or factors as identified by the administration

All other considerations being equal, priority for classroom space will be given to achieving the identified classroom size guidelines at the primary grade levels.

4. Classes that remain over the guidelines after prioritization and allocation of classroom space will be provided a certified teacher assistant or instructional aide at appropriate levels for the core subject areas. These partner teachers will be assigned through the third full week of September. Thereafter, consideration for additional partner teacher support for classes over the guidelines will be brought to the Board on a case-by-case basis but will not be automatically assigned based upon numbers alone.
5. The resulting allocation of classroom space, remaining classes that fall above guidelines and assignment of teacher support will be reviewed and approved by the Board.
6. The administration may request additional support for classes that fall at or below the guidelines, but demonstrate extraordinary needs. An extraordinary need must be demonstrated according to the criteria in step three. Requests for additional support must be approved by the Superintendent and reviewed by the Board.
7. In addition, technology and resource needs must be met for students in classes that exceed guidelines, such as computers, microscopes, textbooks, etc.

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Hattie, J. (2023). Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement. Routledge.

Belfield, C. (2023). NEPC review: Small class sizes for improving student achievement in primary and secondary schools: A systematic review. National Education Policy Center.